Jennifer Garner

Lesson Plan #4

Allen- 4th grade

4/9/13

Johnson

RDG 4402

**Objectives:**

**Science Objectives and Related TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid, oral, and written results supported by data.

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:

(A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key;

**ELA Objectives and Related TEKS:**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) summarize and explain the lesson or message of a work of fiction as its theme; and

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences

**Activities:**

1. Reading Comprehension
2. Guided Reading Level R book- *“Can it Rain Cats and Dogs?”* by Melvin and Gilda Berger. I will assist the student when they come to words they are struggling with. In doing so, I will not only tell the student what the word is, but also give the meaning so they understand that particular word.
3. Go over vocabulary mentioned in the book and check for understanding.
4. Reading Fluency
5. Continue with Buddy Reading Level O book- *“Thunderstorms”* by Chana Stiefel
6. I will prompt my student and have him pull out main ideas from the story. He will sequence the story from beginning to end.
7. Buddy Read Level O book- *“Tornado”* by Betsy Byars
8. I will have the student retell me as much from the story as much as he can. He will write out on note cards the main ideas and sequence the story.
9. Student will be allowed to pick iPad application to give him a fun break.
10. Written Communication
11. Using the book *“Can it Rain Cats and Dogs”* I will have my student write out questions of his own concerning weather. Then I will allow him to search through the books we have used to see if he can find his answers.
12. I will give my student the second entry of our reciprocal journal and give him the time to respond.

**Materials:** paper, pencils, pens, crayons, markers, color pencils reciprocal journal, iPad, books; *“Can it Rain Cats and Dogs?”* by Melvin and Gilda Berger*, “Thunderstorms”* by Chana Stiefel *“Tornado”* by Betsy Byars,

**Evaluation:**

* Teacher observation on instructional and independent level books.
* Check for understand of vocabulary in both books.
* Observations while the student is using the iPad apps and make sure they understand how to use correctly.
* Story sequencing for *“Tornado”*
* Reciprocal Journal Entry